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ABSTRACT

The current status of secondary school media centers in Iowa was investigated to determine which of the three phases of development outlined in the state's "Plan for Progress in Media Centers, 7-12" they were in, and to identify positive and negative forces affecting their development. Quantitative data were derived from the 129 responses received to a questionnaire which was sent to 200 randomly selected secondary school librarians. Major findings include: (1) 47 percent of the media centers were below Phase I standards in eight categories--personnel, periodicals and newspapers, professional collections in books and periodicals, filmstrips, recordings, and budget; (2) school boards, administration, faculty, students, curriculum, and media professional abilities and backgrounds were cited by 50 percent of the respondents as aids to the media centers' development; (3) there was a ratio of one media professional per 438 students; and (4) 50 percent of the centers were primarily book oriented. It was concluded that the goal of reaching Phase III within five years was not being realized and there was an expressed need for increases in budget and personnel. A study of the patterns of development of Iowa's elementary school media centers using the same type of instrument was recommended. The questionnaire used in the study is appended. (JPF)

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FROM LIBRARY TO MEDIA CENTER: AT WHAT PHASE OF DEVELOPMENT ARE SECONDARY SCHOOLS IN IOWA?

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A Research Paper

Presented in

Media and Technology 6923, Research Methods

Mankato State College

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Colleen M. Wuebker

August 15, 1975

IR006102

Date 24 July 75

This paper has been submitted as part of the required work in the course Media & Technology 6923, Research Methods, at Mankato State College, and has been supervised, examined, and accepted by the instructor.

Under the alternate plan for the Master of Science degree, this report will be presented to the student's examining committee as a study in lieu of a thesis.

Instructor Dale K. Parrish

377052

This report of study has been read and approved by the student's examining committee as a paper offered in lieu of a thesis for the degree of Master of Science under the alternate plan.

Chairman: F. V. Bright

Member: W. T. Hayes

Member: Frances McDonald

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CHAPTER I

INTRODUCTION

In 1970, the Iowa Department of Public Instruction set forth a Plan for Progress in the Media Center, 7-12. This guide for development of media centers in Iowa's secondary schools was based on the 1969 Standards for School Media Programs. Its purpose was to present criteria for media centers and to outline three phases of development. Since most Iowa secondary schools were "in or above Phase I" in 1970, it was recommended that "not over two years be planned for the achievement of Phase II and not over three additional years be planned for reaching Phase III."[1]

Some schools have already advanced fully to the concept of media centers and have been notable for their accomplishments, i.e. Cedar Rapids Community Schools and Sibley Community Schools. These are schools in the mainstream of the educational endeavor. What factors influenced their arrivals? Where are the other Iowa secondary schools?

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[1] State of Iowa, Department of Public Instruction, Plan for Progress in the Media Center, 7-12. (Iowa: 1970), p. 3.

At what phase of development into a media center is the average Iowa secondary school? What are these schools doing now to make the media center concept a reality?

Statement of the Problem

Although library facilities and professional librarians are accreditation requirements for Iowa schools, some of these libraries and librarians exist nominally to satisfy the Department of Public Instruction and in reality serve purposes and perform duties which negatively affect their development as media centers.

Many districts already financially burdened and understaffed, and districts anticipating such financial and personnel problems ahead, are arriving at solutions to these problems by reducing budgets and staff, and assigning additional duties to present personnel.

It is the purpose of this study to investigate the current phase of development of media centers in selected Iowa secondary schools and to determine some positive and negative forces affecting this development.

Need for the Study

State legislators and the Department of Public Instruction utilize information on the current phase of media center development to determine future policies

affecting media centers, media personnel, and certification. School administrators learn from professional sources if their current policies and procedures for library facility use and librarian duty assignments are positively or negatively affecting the media centers in their schools.

Although the Plan for Progress in the Media Center, 7-12, its facilities, materials, and staff requirements, are clearly defined, the status of media centers in Iowa's secondary schools indicates that their development is inconsistent. Why? Full advancement of school libraries into media centers is needed to provide optimum educational opportunity for Iowa's young students.

Limitations of the Study

For the purpose of this study, only the criteria outlined in Plan for Progress in the Media Center, 7-12, and factors related to this criteria were considered.

The literature survey was limited to the time period from 1969 to the present, since the Standards for School Media Programs were published in 1969 and provided the basis for Plan for Progress in the Media Center, 7-12, published in 1970.

Underlying Assumptions

This paper is based upon the assumptions that the

personnel, materials, organization, facitilies, equipment, hardware, and budget criteria outlined in the Iowa Plan for Progress and formulated on the basis of Standards for School Media Programs are valid and should be adopted and worked for by Iowa secondary schools.

The media professional has a definite role to play in the development of the media center.

The practices of the "School Library Program in Transition" as outlined by Davies in The School Library: A Force for Educational Excellence are valid indications of development of school library media centers from traditional practices to innovative practices.

Many factors affect school library media center development, some of which are more dominant and basic than others.

CHAPTER II

PLAN FOR THE STUDY

Survey of the Literature

The literature survey was limited to ERIC documents, Current Index to Journals in Education, books, serials, and some unpublished works at Mankato State College, University of Northern Iowa, University of Iowa, Area III Materials Center, and Mallard Community School Professional Library.

The Eric Thesaurus was searched for appropriate subject headings and the following list was used in seeking pertinent information: development, growth, instructional media centers, instructional materials centers, librarians, media professionals, media specialists, Plan for Progress, school librarians, school libraries, school library services, and secondary school libraries.

ERIC Indexes were consulted for appropriate titles and abstracts read in search of documents of professional research on the topic. The card catalogs were consulted under the same subject headings for books of possible utility. Library Literature and Education Index were consulted for appropriate serial material. Some books and serial titles were listed in other books and magazine articles.

There was a total absence of literature and research from 1969 to 1975 on the development of Iowa's secondary school libraries. Additional verification of this void was provided by the library consultant of the Iowa Department of Public Instruction;[2] Head of the Library Science Department, University of Northern Iowa;[3] and the University of Iowa Library School.[4]

Questionnaire Development

Quantitative data on the current status of the development of media centers in Iowa secondary schools was derived through a questionnaire. This questionnaire was constructed with materials from the Michigan Library Association's "Mr. Administrator: What is Your Library Service Profile?", Lansing Michigan, Michigan State Library, 1960; the Iowa Plan for Progress in the Media Center, 7-12; Standards for School Media Programs; Mary Virginia Gaver's list of Services of Secondary School Media Centers; lists from Ruth Davies' The School Library: A Force For Educa-

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[2]Statement by Betty Jo Buckingham, personal interview, May 1975.

[3]Statement by Elizabeth Martin, personal interview, July 11, 1975.

[4]Statement by Mildred Laughlin, personal interview, July 11, 1975.

tional Excellence; and a program classification developed by G. Neilsen in The Impact of the Secondary School Principal upon the Development of the Instructional Materials Center, Mankato State College, 1971. See Appendix A for a copy of the questionnaire.

The questionnaire was sent to two hundred secondary school librarians affiliated with two hundred schools, approximately two randomly selected schools from each of the ninety-nine counties in Iowa. The location of the schools was considered a factor in the data; thus all counties were assured of participation in the study by use of a stratified random sample. A return of sixty percent was considered adequate for this study.

For the cover letter which accompanied the questionnaire, see Appendix B.

For the follow-up letter used to obtain late responses, see Appendix C.

Analysis of the Data

The quantitative data was derived from the questionnaire sent to two hundred secondary school librarians.

Definition of Terms

Library--Area of a building or room housing a collection of books, often with accomodations for reading

and research.

Librarian--Member of the library staff who administers and directs the library program.

Media--Learning materials in print and non-print form.

Media Center--Also known as instructional materials center, learning resource center, library, and school library media center, a centralized collection of learning materials with a professional staff and services available to students, teachers, and administrators.

Media Professional--Certificated teacher-librarian, school librarian, media specialist, or director of library services; the person in charge of administering the school library media center at the building level.

School Library Media Center--School library in transition between library state and media center state.

Secondary Education--The period of education which usually consists of grades seven through twelve, ten through twelve, or nine through twelve.

In this paper, due to ambiguous responses, library and librarian will be used most frequently.

CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

Definition of the Problem

When Plan for Progress in the Media Center, 7-12 was published in 1970, the Department of Public Instruction assumed that the libraries in Iowa's secondary schools were predominantly in or above Phase I. During the next five years, these traditional libraries in Phase I were to advance to the broader concept of the media center, Phase III. In May 1975, no one really knew what phase of development all of Iowa's secondary school media centers had reached.

Technique Used in the Investigation

To obtain a representative picture of which phase of development secondary school libraries were in, two hundred questionnaires were mailed May 1, 1975 to secondary librarians in two hundred school districts, approximately two randomly selected school districts from each of Iowa's ninety-nine counties.

Media Center Profile of Total Schools Surveyed

Responding to the questionnaires were 129 librarians

(64.5 percent) representing 129 districts and eighty-ning counties. The reselts were tabulated and analyzed. Table 1 illustrates the modal score of the total schools surveyed.

Table 1

Media Center Profile
Modal Score of Total Schools Surveyed (N 129)

Categories	Below Phase I	Phase I	Phase II	Phase III
A. Personnel				
B. Print materials Books				
Magazines				
Newspapers				
C. Prof.Collection Books				
Periodicals				
D. Non-print Filmstrips				
Recordings				
E. Organization				
F. Facilities				
G. Equipment				
H. Hardware				
I. Budget				
J. Program				

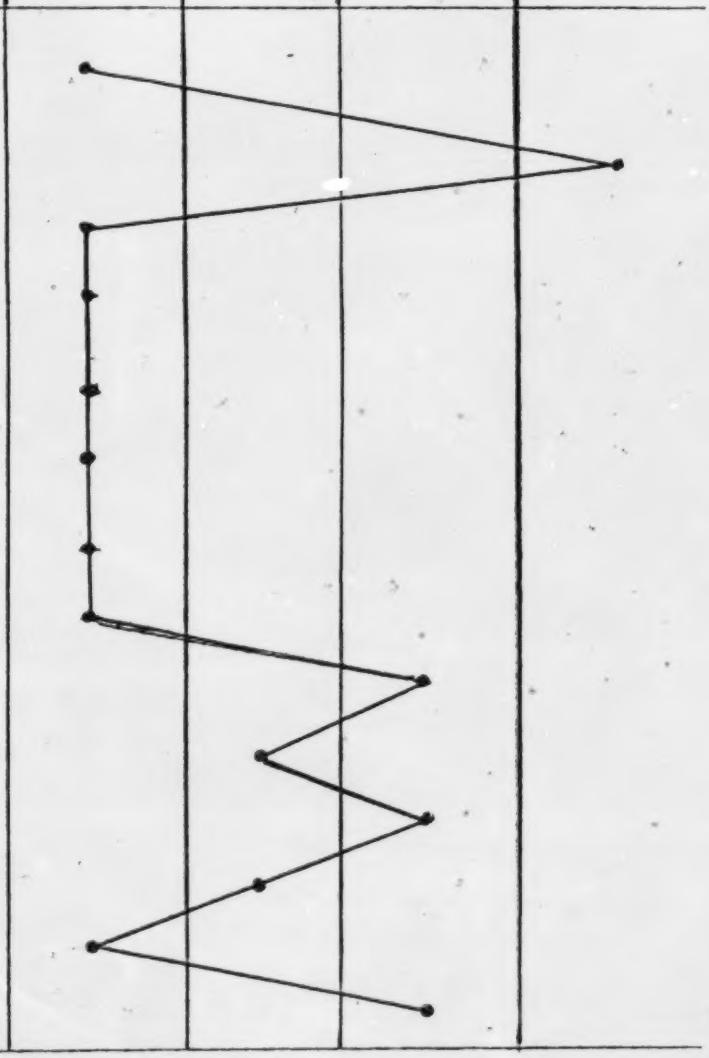

Table 2 indicates the percents of libraries below Phase I standards and in the various phases of development.

Table 2

Media Center Profile
Percent of Total Schools Surveyed (N 129)

Categories	Phase Unknown	Below I	Phase I	Phase II	Phase III
A.Personnel		56.59	34.88	8.53	
B.Print:					
Books	4.65	15.50	20.16	29.46	30.23
Magazines	3.10	72.09	17.05	3.88	3.88
Newspapers	2.33	49.60	20.16	25.58	2.33
C.Professional Books	6.98	80.61	11.63	.78	
Periodicals	12.40	50.39	23.25	6.98	6.98
D.Non-Print:					
Filmstrips	6.98	65.11	17.05	5.43	5.43
Recordings	6.20	89.15	4.65		
E.Organization	2.33	2.33	25.58	38.76	31.00
F.Facilities	6.98	23.36	32.56	23.25	10.85
G.Equipment	4.65	8.53	17.83	39.53	29.46
H.Hardware	3.10	22.48	40.31	11.63	22.48
I.Budget	1.55	96.11	.78	.78	.78
J.Program	1.55	27.13	19.38	30.23	21.71
Means of Totals	5%	47%	20%	16%	12%

To determine the current phase of development of the secondary school libraries surveyed, the percents in each column (representing the Phases) were averaged with the following results:

47 percent of secondary libraries were below Phase I.

20 percent of secondary libraries were in Phase I.

16 percent of secondary libraries were in Phase II.

12 percent of secondary libraries were in Phase III.

5 percent of secondary libraries did not give sufficient information to determine a phase.

Other data of interest relating to the profile included:

Print Materials--Books was the only category of the profile where the Iowa secondary school libraries, thirty-nine of them representing 30 percent of 129, were in Phase III.

Three categories in Phase II were Organization, with 39 percent having books classified and cataloged, some non-print cataloged, with a simple charging system for both; Equipment, with 40 percent having shelves and furnishings adequate to house their present collections; and Program, with 30 percent of the school libraries having recreational reading and curriculum support programs available to students and faculty on an open schedule.

The two categories in Phase I were Facilities, with 33 percent of the secondary school libraries having space to seat the largest class plus ten, existing space, remodeled quarters, or new facilities to meet the needs of the materials collection and services of the media program; and Hardware, with 40 percent of the school libraries having sufficient hardware to activate some media center activities.

Eight categories below Phase I criteria included Personnel, with 57 percent of the secondary libraries having less than one full-time media professional per 249 pupils; Magazines, with 72 percent having from forty to one hundred magazine titles; Newspapers: 50 percent had less than six newspaper titles; Professional Collection-Books: 81 percent had less than two hundred book titles; Professional Collection-Periodicals: 50 percent had less than ten titles; Non-print Materials-Filmstrips: 65 percent had less than one per pupil; Recordings: 89 percent had one per pupil, or less; and Budget: 96 percent had less than three percent of the district average per pupil operational cost for materials in the media center.

Factors Affecting Development

In addition to providing a profile of the current status of Iowa's secondary libraries, the librarians also

rendered opinions on various factors which affect school library media center development: Community, school board, administration, faculty, students, scheduling, curriculum, media professional's ability and background, school's budget, library's budget, facilities, media professional's time (or lack of it), and other factors. The factors were to be noted only if they were considered by the librarian to be a definite aid or a definite hindrance to the development of their media centers.

An average of 50 percent of the secondary school librarians considered all of the factors listed to be definite aids to their media centers' development. An average of 30 percent of the librarians considered the listed factors to be definite hindrances to their media centers' development. And an average of 20 percent of the librarians believed that the factors listed were neither definite aids or hindrances. These averages formed the composite picture of the various factors.

Reactions to individual factors were also of interest. School boards, administrators, faculties, students, curriculum, and professional abilities of media staff were the strongest positive factors cited specifically by over 50 percent of the librarians. The library's budget and the media professional's time were the strongest negative factors,

cited specifically by more than 50 percent of the librarians. These responses and the averages of totals are illustrated in Table 3.

Table 3

Factors Affecting Media Center Development

Factors	% of 129 librarians who said factor aids	% of 129 librarians who said factor hinders	% of 129 librarians who said factor does not aid or hinder
Community	44.96	19.38	35.66
School Board	57.36	16.28	26.36
Administration	63.57	24.80	11.63
Faculty	77.52	13.95	8.53
Students	61.24	19.38	19.38
Scheduling	37.98	37.21	24.81
Curriculum	57.36	24.81	17.83
Prof.Ability of Media Staff	62.79	10.85	26.36
School's Budget	31.00	42.64	26.36
Library Budget	33.33	54.26	12.41
Facilities	36.43	46.52	17.05
Time	32.56	50.39	17.05
Mean of percents	50%	30%	20%

Additional factors listed as definite hindrances to media center development in a category called "other," and mentioned from one to five times were these: Need clerical help, need less study hall duties, not enough room, clerk with antiquated ideas, administration/staff/board views of librarians' duties, attitude of principal on the value of library and librarian, librarian spread too thin, facility built as a study hall and not as a library, study hall in the library, divided duties between centers, number of media staff members, reduction of staff--beginning with librarian, study hall, elementary not staffed, locations of libraries, destructive students, need someone to discipline students unable to work in a free situation, need an AV person, need consistency of direction, and need higher degree of public relations.

Two factors cited by the majority of librarians as definite hindrances to the media center's development, library budget and the media professional's time, were examined in greater depth and provided the following data.

Budget

The district budget allowances per pupil for library materials, based on information available from fifty-eight of 129 schools reporting, ranged from $.69 to

$12.00 per pupil, with the average district per pupil allowance for library materials being $6.07.

Total amounts budgeted for secondary library materials, including both print and non-print, ranged from nothing to $26.00 per pupil. Based upon information available from 125 of the 129 schools, the average secondary per pupil budget allowance for library materials was $8.30, $2.23 higher than the district average.

Total amounts budgeted for secondary non-print materials ranged from nothing to $14.98, with the average amount being $1.92. This figure was based on budget amounts for non-print materials in 103 districts. These 103 districts spent $78,537.76 for 41,011 students. Eighteen districts made no distinctions between non-print and print materials in their budgets and allotted one amount for both, with the average amount being $8.38.

Four librarians reported having no budgets at all last year for any type of materials.

Five librarians reported having budgets, but did not indicate amounts in dollar figures. One of these librarians reported the library budget to be Phase III level ($45.96 per pupil); another reported the budget to be Phase II ($38.00 per pupil); a third said $23.00 (Phase I) was allotted per pupil for library materials; and the other two

librarians reported their budgets to be below Phase I.

Media Professionals

Eighteen percent of the survey participants were men; 80 percent were women; and two percent were unidentified. Seventy-three percent of the participants categorized themselves as full-time professionals and 27 percent listed themselves as part-time professionals. In the 129 districts, 62,243 students were served by 142 media professionals, a ratio of one media professional per 438.33 students.

One hundred of these 142 media professionals were full-time; forty-two were part-time. The term part-time included media people who were scheduled to do professional library work less than a full school day. The average amount of time scheduled was 48.57% of the school day, as shown in Table 4.

Table 4

Amount of School Day Part-time Media Professionals Are Scheduled to do Library Work

Fraction of day by no. of periods in school day	Preceding Column expressed as a % of school day	Part-time Librarians, including 35 heads of media centers
1/8	12.5	3
1/7	14.2	3

Table 4 (continued)

Fraction of day by no. of periods in school day	Preceding column expressed as a % of school day	Part-time librarians, including 35 heads of media centers
2/7	12.5	4
2/6	33.3	1
3/7	42.8	3
4/8	50.0	14
5/9	55.5	1
4/7	57.1	4
4/6	66.6	1
5/7	71.4	3
6/8	75.0	1
6/7	85.7	3
7/8	87.5	1

The mean amount of time these part-time media professionals were scheduled to do library work was 48.57% of the school day.

To provide additional insight into the situations of the part-time media professionals who were the heads of library media centers, they were asked to list their other duties in one part of the questionnaire. Periods were typically spent teaching high school classes or supervising study halls. Table 5 shows the types of duties thirty-five

heads of library/media centers were expected to perform in addition to library work.

Table 5

Part-time Librarian's Other Duties

Daily Duties	Librarians	Students Served
One study hall/ h.s. class	5	158-866
One h.s.class & one study hall/ two h.s. classes	5	176-625
One h.s. class & two study halls/ three h.s. classes	6	226-456
Three h.s. classes & one study hall/ four h.s. classes	4	130-404
Two h.s. classes & three study halls/ four h.s. classes & one study hall	3	160-555
Two h.s. classes & five study halls/ six h.s. classes & one study hall	3	220-315
Scheduled ½ day only with one h. s. class	1	113
Scheduled ½ day only with no other duties	8	115-520

Support Staff

A partial picture of the support staff assisting the media professionals in the Iowa secondary school/library media centers was also developed from information obtained in the questionnaires.

Fifty percent of the participants ran their libraries with no paid support staff at all.

Sixteen percent of the participants had at least one half-time paid helper.

Forty-four percent of the respondents operated with at least one full-time media helper (paid).

School Library Media Centers

How many hours a week did the media center operate? What pupils were served by it? What type of center was it?

Hours of service in Iowa secondary libraries ranged from five per week to sixty hours per week, with the average being thirty-eight hours of service per week, based on information available from 125 of 129 schools.

Twenty-eight percent of these libraries were kindergarten through grade twelve, serving all the students in the district, with one or more centers. Twenty-four percent of these libraries served pupils in grades seven through twelve and 26 percent served students in grades nine through twelve. Seventeen percent served pupils in grades ten through twelve.

The remaining 5 percent included various types of setups: one three through twelve, one five through twelve, two six through twelve libraries, two eight through twelve libraries, and one one through five and nine through twelve library.

When participants were asked to designate the type of center they administered, they gave these responses: Fifty percent said they considered the centers to be primarily book oriented. Fourteen percent administered centers which provided both AV and library, but the services were not coordinated. Eight percent administered centers in which AV and library were separate but coordinated effectively. Twenty-two percent managed centers which were developing into media centers, with both AV and library and services coordinated effectively. And four percent operate what they considered to be definitely media centers.

Traditional or Innovative?

The characteristics of a school library program in transition as outlined by Ruth Davies provided a basis for one part of the questionnaire where participants were asked to decide which practices best described their library media center program.[5]

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[5]Ruth Davies, The School Library: A Force for Educational excellence (New York: R.R. Bowker, 1969), pp.23-24.

The traditional practice was described first in each set of descriptions and the innovative practice was listed second. Table 6 shows the breakdown of responses.

Table 6

School Library Program in Transition
From Traditional Practices to Innovative Practices

Practices: Traditional / Innovative	% of 129 schools
Library is an auxiliary service.	46
Library is an integral component of the total educational program.	50
In between	1
No answer	3
Library is a study hall.	39
Library is an educational force.	49
In between	4
No answer	8
Library is a materials distribution center.	62
Library is a learning laboratory.	23
In between	8
No answer	7
Library is limited to a print collection.	49
Library provides all kinds of instructional media.	44
In between	3
No answer	4
Library facilities, staff, and collection are used incidentally.	46
Library facilities, staff and collection use is planned, purposeful, and educationally significant.	47
In between	3
No answer	4

Table 6 (continued)

Practices: Traditional / Innovative	% of 129 schools
The librarian serves as a study hall monitor.	28
The librarian serves as an educator.	60
In between	8
No answer	3
Neither	1
The librarian is a curator of books.	43
The librarian programs for the most effective use of all types of instructional media.	47
In between	1
No answer	9
The librarian is an impersonal dispenser of materials.	21
The librarian is a learning expediter.	70
In between	1
No answer	8
The librarian works in isolation.	33
The librarian serves as a cooperating and/or team teacher.	58
In between	4
No answer	5
The librarian works incommunicado.	30
The librarian directly involves himself in curriculum planning, revision, and development.	58
In between	2
No answer	10

Practices which could be described as traditional were indicated by 39.7 percent of the librarians. Practices which could be described as innovative were indicated by 50.6 percent of the librarians. Somewhere in between the two

sets of practices was the description given by 3.5 percent of the librarians. An additional 6.1 percent did not give any description (no answer). And .1 percent believed that neither practice was representative of their school.

The dominant innovative practices, cited by over 50 percent of the participants included: The librarian serving as an educator, a learning expediter, and a cooperating or team teacher; and the librarian directly involving himself in curriculum planning, revision, and development.

The dominant traditional practice, cited by 62 percent of the librarians, was the view of the library as a materials distribution center.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary of Major Findings

The media center profile of Iowa secondary library media centers completed in July 1975 showed that 47 percent of the secondary libraries were below Phase I standards; 20 percent of the secondary libraries were in Phase I of development; 16 percent of the secondary libraries were in Phase II; 12 percent of the secondary libraries were in Phase III; and the phase of 5 percent of the secondary was not determined.

Phase III standards were reached by 30 percent of the libraries in the category of Print Materials--Books.

Phase II standards were met by 39 percent of the libraries in the category of Organization, by 40 percent in the category of Equipment, and in the category of Program by 30 percent of the secondary libraries.

Phase I standards were reached in the category of Facilities by 33 percent of the libraries and in the category of Hardware by 40 percent of the secondary libraries.

Phase I standards were not met in eight categories: Personnel by 57 percent; Print materials--Magazines by 72

percent; Newspapers by 50 percent; Professional collection--Books by 81 percent; Professional Periodicals by 50 percent; Non-print materials--Filmstrips by 65 percent; Recordings by 89 percent; and Budget by 96 percent.

What factors have influenced this development? School boards, administration, faculty, students, curriculum, and media professionals' abilities and backgrounds were cited by 50 percent of the librarians as definite aids to their media centers' development. The library's budget and the media professional's lack of time were cited by over 50 percent of the librarians as definite hindrances to their media centers' development.

Since the factors of library budget and media professionals' time were highly suspect before this study was made; care was taken to include provision for additional depth in the presentation of these factors. Key findings on budgets included the following: The average district per pupil allowance for library materials was $6.07. The average secondary per pupil budget allowance for library materials was $8.30. The average amount budgeted for secondary non-print materials was $1.92. Districts which made no distinctions between non-print and print allotted one amount for both with the average amount being $8.38.

The second factor explored in greater depth, the

media professional's time, also yielded some findings of interest: 62,243 students in 129 districts were served by 142 media professionals, a ratio of one media professional per 438 students. Forty-two of these media professionals were classified as part-time; the average amount of time they were scheduled to do library work was 49 percent of the school day. Thirty-five part-time professionals who were heads of media centers performed other duties which occupied from 13 percent to 88 percent of the school day, served from 113 to 866 students, and 74 percent of them had no clerical or technical help.

The supportive staff picture was another part of the media professional's time factor. Fifty percent of the media professionals operated their libraries with no paid support staff at all. Sixteen percent had at least one half-time paid helper. Forty-four percent operated their libraries with at least one full-time paid media aide or technician.

These secondary libraries averaged thirty-eight hours of service per week and were kindergarten-twelve, seven-twelve, nine-twelve, ten-twelve, or other kinds of centers. Fifty percent of the librarians considered these libraries primarily book oriented; twenty-two percent managed libraries which were developing into media centers;

Four percent managed definite media centers; and the other 24 percent were somewhere in between book oriented and definite media center.

What types of practices characterized the school library programs in these schools? An average of 40 percent of the schools had practices that indicated their programs were traditional. An average of 51 percent had practices that indicated that their library programs were innovative. The other 9 percent did not find either description appropriate for what was done in their schools. The dominant innovative practices showed the media professional of 1975 as an educator, a learning expediter, a cooperating and/or team teacher, and a curriculum maker.

Conclusions

This study indicates that the goal of reaching Phase III standards for media centers within five years of publication of Plan for Progress is not being realized.

Validity of the assumption that Iowa secondary schools were predominantly in or above Phase I at the time of the publication becomes questionable when compared with the current status of these libraries. In July 1975, 52 percent of the 129 secondary school libraries studied had not reached the level of development indicated in Phase I.

MANKATO STATE COLLEGE
Mankato, Minnesota

Secondary school libraries need further development in organization, equipment, programs, facilities, and hardware to reach Phase III standards. Secondary school libraries need more magazines, more newspapers, larger professional collections and more non-print materials. But the most urgent needs are for increased budgets and personnel, including both media professionals and paid clerical and technical help.

Fifty percent of the school boards, administrations, faculties, students, curriculums, and media professionals' abilities and backgrounds aid media center development. Fifty percent either hinder it or do nothing to aid media center development. Communities and scheduling have not greatly hindered or aided media center development. The lack of library budgets and media professional's lack of time are definite hindrances to media center development.

With the average media center in operation thirty-eight hours a week and the average media professional serving 438 pupils, the "average" pupil is scheduled to receive five minutes of the media professional's time per week. And if, besides the work with individual students, the media professional works with teachers, counselors, and administrators; manages the center; selects the instructional materials and promotes their use; educates people in the use

of materials; and assists with curriculum development--the student must be made top priority to get his fair share at all.

The many professional duties of the librarian, if he has the time, opportunity, and support to perform them, are a full-time job. Half of Iowa's librarians also perform all the clerical and technical duties in their libraries. One assumes that with some non-professional help, librarians are able to perform at higher levels. Many of Iowa's librarians are part-time classroom teachers or supervisors of study halls in addition to doing library work.

Implications of the Study

The traditional practices which characterize some of the school library programs need to become innovative practices if the libraries are going to become media centers. The innovative ideas now in practice in some of the schools need promotion and adoption in other schools if media centers are to develop.

Communities, school boards, administrators, librarians, teachers, and students need to look at themselves and their libraries, determine where they are now, what their needs are, assign priorities, develop objectives, and provide the components necessary to achieve these objectives.

Legislatures need to insure adequate financing and provisions for implementation of the media center concept.

If the library/media center budget is not considered a priority item by the school's budget makers, its budget will not be adequate.

Whether or not the media center is a priority item will also determine whether the media center staff and its supportive staff is adequate in competence and number.

School media professionals who took the time to participate in this study, during an extremely busy month of the year for them, represent a group of people who are very conscientious and concerned about development of libraries into media centers. Most of them know what they should be doing, but are working against many factors. They need the time, support, and money to produce results.

There is a need for further education in the concept of a media center.

If libraries are to become media centers and librarians are to become media specialists, librarians must stop thinking of themselves as anything but media professionals. If this requires more education or retraining, they must study and retrain. They must stop thinking of only books and start thinking of the best educational material to expedite learning. They must refuse to be study hall super-

visors, curators of books, and impersonal dispensers of materials. They must stop working in isolation and incommunicado. The library must not be an auxiliary service, a study hall, or only a materials distribution center limited to a print collection. Library facilities, staff, and collection use must be planned, purposeful, and educationally significant.

On July 1, 1975, a revision in the Iowa School Laws (Senate File 126) became effective. This law changed the terms "school library" and "school librarian" to "school media center" and "school media specialist." The names have been changed. What remains is to change the realities.

Suggestions for Further Research

Using a similiar instrument, the pattern of development of the Iowa elementary school library could be determined and could provide the basis for many recommendations.

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APPENDIX A

QUESTIONNAIRE

Date_____ Name of school_____

School District_____

P.O. Address_____

Name of director of secondary library/media center (or of K-12 center if that is the case)_____

Grades included_____Number of students_____

Number of faculty_____

Library/media center staff

Employed: Number of full-time professionals_____
Number of part-time professionals_____
Number of full-time library aides, media aides, technicians, clerks, etc._____
Number of other personnel (specify)_____

Volunteer: Number of adults_____ Number of students_____

I consider the center I administer to be (check only one)

_____primarily book oriented

_____AV and library both provided but not coordinated

_____AV and library separate but coordinated effectively

_____Developing into a media center

_____Definitely a media center

Budget (yearly)
Books: Secondary $_____Junior High $_____ Elementary if known $_____ Non-print: Secondary $_____ Elem. $_____

Our school has an_____(give number) period day.

Total approximate hours media center is operating per week_____hours.

For Head of media center only.

1. How many periods per day are you actually scheduled to do professional library/media center work. Check the number of periods.
   1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___

2. If not scheduled as a full-time librarian, please list by period, other duties usch as teaching classes, supervising study halls, or free periods spent away from the library for preparation. Also please list the number of hours per week each duty is performed.

   Example: 1st period--I teach mass media classes (5 hours)

   If your school is on Mod-type scheduling, list duties by mods, of a typical week, using the back of this sheet if necessary.

	Duty	Hours per week
1st period		
2nd period		
3rd period		
4th period		
5th period		
6th period		
7th period		
8th period		
9th period		

   Total hours per week spent (at school) doing library work_____
   Total hours per week spent supervising study halls_____
   Total hours per week spent teaching high school classes_____
   Total hours per week spent teaching library skills_____

Which of the following practices best describes your school library/media center program? Check only one item in each numbered section.

1.____Library is an auxiliary service.
  ____Library is an integral component of total educational program.

2.____Library is a study hall.
____Library is an educational force.

3.____Library is a materials distribution center.
____Library is a learning laboratory.

4.____Library is limited to a print collection.
____Library provides all kinds of instructional media.

5.____Library facilities, staff, and collection are used incidentally.
____Library facilities, staff, and collection use is planned, purposeful, and educationally significant.

6.____The librarian serves as a study hall monitor.
____The librarian serves as an educator.

7.____The librarian is a curator of books.
____The librarian programs for the most effective use of all types and kinds of instructional media.

8.____The librarian is an impersonal dispenser of material.
____The librarian is a learning expediter.

9.____The librarian works in isolation.
____The librarian serves as a cooperating and/or team teacher.

10.___The librarian works incommunicado.
____The librarian directly involves himself in curriculum planning, revision, and development.

Factors affecting school library/media center development. Mark the item with a (+) if you consider it to be a definite aid to the development of your library/media center. Mark the item with a (-) if you consider it to be a definite hindrance to the development of your media center.

____Community

____School Board

____Administration

____Faculty

____Students

____Scheduling

____Curriculum

____Prof. Ability/background of media staff

Factors affecting school library/media center (continued)

____Budget (the school's) ____Budget (the library's)

____Facilities ____Time

____Other (please specify:_____)

To find your library profile:
1. Check the item in each section which most nearly applies to your library.
2. Check this item in the proper box on the chart accompanying the cover letter.
3. Draw a line connecting these checks.

A. Personnel

3____One full-time media professional per 249 pupils plus two non-certificated personnel (media aides, clerks, or technicians)
2____One full-time media professional per 399 pupils plus one non-certificated person (media aide or clerk)
1____One full-time media professional per 499 pupils
0____Less than one full-time media professional per 249 pupils

B. Print Materials

1. Books

3____20 books per pupil
2____15 books per pupil
1____12 books per pupil
0____Less than 12 books per pupil

2. Magazines

3____150-175 magazine titles
2____125-150 magazine titles
1____100-125 magazine titles
0____40-100 magazine titles

3. Newspapers

3____10 or more newspaper titles
2____6-10 newspaper titles
1____6 Newspaper titles
0____Less than 6 newspaper titles

C. Professional Collection

1. Books

3____1000 book titles
2____600 to 999 book titles
1____200 to 599 book titles
0____Less than 200 book titles

2. Periodicals

3____50 or more titles
2____30-49 titles
1____10-29 titles
0____Less than 10 titles

D. Non-print Materials

1. Filmstrips

3____1000 titles or three per pupil, whichever is greater
2____750 titles or two per pupil, whichever is greater
1____500 titles or one per pupil, whichever is greater
0____Less than one per pupil

2. Recordings (Disc and Tape)

3____2000 titles or six per pupil, whichever is greater
2____1500 titles or four per pupil, whichever is greater
1____1000 titles or two per pupil, whichever is greater
0____One per pupil, or less

E. Organization

3____A central catalog of all media, print and non-print, with an established charging system for all media and equipment
2____Books classified and cataloged, some non-print media cataloged, with simple charging system for both
1____Books classified and cataloged, non-print media uncataloged, with charging system for both
0____Books and other media not classified or cataloged.

F. Facilities

3____Space to seat 15 percent of students at 40 square feet per student, plus reception area, large group instruction, adequate space to house and store media, office and workroom, previewing and listening stations, conference rooms, production area, professional collection area, provisions for expansion
2____Space to seat 8 percent of students, but not less than 40 students in the reading area, plus adequate space to house and store media, office and workroom, previewing and listening stations, conference rooms, production area, professional collection area, provisions for expansion
1____Space to seat largest class plus ten, existing space, remodeled quarters, or new facilities to meet the needs of the materials collection and services of the media program
0____Space insufficient to seat largest class

G. Equipment

3____Shelves and furnishings adequate to house present collection and provide for growth
2____Shelves and furnishings adequate to house present collection

1____Shelves and some furnishings for media storage
0____Shelves, seating

H. Hardware

3____Hardware to facilitate all media center activities with access to students
2____Hardware to facilitate all media center activities with access to teachers
1____Hardware to activate some media center activities
0____No hardware in the media center

I. Budget for print and non-print materials

3____6 percent of the district average per pupil operational cost as annual per pupil expenditure for materials in the media center
2____5 percent of the district average per pupil operational cost as annual per pupil expenditure for materials in the media center
1____3 percent of the district average per pupil operational cost as annual per pupil expenditure for materials in the media center
0____Less than 3 percent of the district average per pupil operational cost for materials in the media center

J. Program

3____The media center program functions as an integral part of the total educational program; voluntary recreational reading plus planned informational curriculum support actively presented for all students and faculty on an open schedule.
2____Recreational reading and curriculum support programs available to students and faculty on an open schedule.
1____Recreational reading and reference use available to students and faculty.
0____Study halls scheduled into media center.

Adapted from "Mr. Administrator: What Is Your Library Service Profile?" revised. Michigan State Library, Lansing, Michigan, 1960 and criteria outlined in Plan for Progress in the Media Center, 7-12 (Iowa: Educational Media Section, 1970).

APPENDIX B

COVER LETTER

Dear Librarian:

With the Iowa Legislature currently working on new laws regarding school libraries and their development into media centers, it is vital that they be informed on the current status of those libraries. You can help them by providing some of the information they need to make realistic legislation and adequate provision for it to be implemented in our schools. You can also develop for yourself and your administrators a profile of your media center as it is now.

With the help of your annual report, will you please complete the enclosed questionnaire? Your answers will aid the research being done to determine the current phase of development of media centers in Iowa's secondary schools, according to the criteria outlined in Plan for Progress in the Media Center, 7-12.

Your help and earliest response will be greatly appreciated. If you can take just a few minutes to check some items and answer some questions briefly, you will have helped the cause of your own library and others in the state. But I need your answers as quickly as possible so I can compile information for the State Department of Public Instruction by

June 1, 1975.

Please return only the questionnaire. Fold it so the address on the back shows, staple it together, and mail. You may keep the Media Profile Chart on the back of this letter.

Sincerely,

Colleen M. Wuebker, Librarian
Mallard Community School
Home Address: Box 426
West Bend, Iowa 50597

APPENDIK C

MEDIA CENTER PROFILE

Category	Below Phase I	Phase I	Phase II	Phase III
A. Personnel				
B. Print Materials				
1. Books				
2. Magazines				
3. Newspapers				
C. Professional Collection				
1. Books				
2. Periodicals				
D. Non-print Materials				
1. Filmstrips				
2. Recordings				
E. Organization				
F. Facilities				
G. Equipment				
H. Hardware				
I. Budget				
J. Program				

APPENDIX D

FOLLOW-UP LETTER

Dear Colleague:

I have received many heartening responses to my questionnaire on secondary school libraries, but I missed hearing from you. In fact, your county is not yet represented in this survey, and it it is to give an accurate picture of Iowa's secondary school libraries, I really need to hear from you.

If you have any questions, please call me at 712-425-3451 before 4:30 school days or at 515-887-6561 after 4:30 any day. I appreciate your time and cooperation and look forward to receiving your completed questionnaire very soon.

Sincerely,

Colleen Wuebker, Librarian

P.S.

If your response is already in the mail, disregard this reminder. Also, if you have not completed the questionnaire because you are concerned about confidentiality, please be assured that names of schools and librarians will be kept confidential by the interviewer.